

South San Francisco Unified School District Induction Program
Common Standards of Quality and Effectiveness for
Multiple and Single Subject Clear Credential

Contents

Common Standard 1: Educational Leadership.....	2
Appendix: Common Standard 1	4
Common Standard 2: Unit and Program Assessment and Evaluation.....	5
Appendix: Common Standard 2	7
Common Standard 3: Resources.....	8
Appendix: Common Standard 3.....	9
Common Standard 4: Faculty and Instructional Personnel	10
Appendix: Common Standard 4.....	12
Common Standard 5: Admission	13
Appendix: Common Standard 5.....	14
Common Standard 6: Advice and Assistance.....	15
Appendix: Common Standard 6.....	17
Common Standard 7: Field Experience and Clinical Practice.....	18
Appendix: Common Standard 7	20
Common Standard 8: District-Employed Supervisors.....	21
Common Standard 9: Assessment of Candidate Competence	22
Appendix: Common Standard 9	24

NOTE: All budgetary and program decisions will be based on the development and implementation of our new Local Control Accountability Plan which is based on the new state Local Control Funding Formula.

Due to the new positions being created, the details on the definition and requirements of the Support Provider and Participating Teacher will be pending California Teacher Union and South San Francisco Unified School District negotiations and South San Francisco Unified School Board approval.

Common Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California’s adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability. The faculty, instructional personnel and relevant stakeholders are actively involved in the organization, coordination and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Narrative Response

Research-Based Vision:

The South San Francisco Unified School District (SSFUSD) Multiple and Single Subject Induction Program vision is based on a developmental approach for guiding beginning teachers along *the Continuum of Teaching Practice* for the *California Standards for the Teaching Profession*. A developmental teacher induction program that provides structured and flexible support that emerges from a coherent formative assessment system. Assistance is provided “according to the teacher’s perception of need rather than a predetermined notion of what new teachers need to know.” (Brock & Grady, 2008). “Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching.” (CSTP 2009). Based on the principles of adult learning theories and new teacher development, mentors work collaboratively to guide beginning teachers to encourage reflection about teaching and learning guided by the state academic content standards, curriculum frameworks and performance levels for students. “Improving student learning necessitates that teachers look not only at how and what they teach, but also at how they know students are learning. Therefore, reflecting on practice is crucial.” (Carr, Herman & Harris, 2005). Using the developmental approach allows beginning teachers to learn how to reflect on their own practice, which is essential to one’s ability to problem-solve and cope with challenges (Yost, 2006). Through guided reflective practice, teachers are better able reflect upon and identify key areas of improvement, developing their own plan order to improve student learning.

The SSFUSD Multiple and Single Subject Induction Program focuses on providing equitable education with collaborative and reflective dialogue, and through culturally and linguistically responsive pedagogy, we enable beginning teachers to meet the diverse needs of students to become socially, emotionally and academically successful learners. “The intention is to support teachers in a process of deep reflection that transforms historically deficit views and responses to students with disabilities or from culturally and linguistically diverse backgrounds, in addition to developing practices that are culturally responsive and ensure that all students are well supported and successful in the classroom.” (Dray & Wisneski, 2011). The collaborative mentorship will enable beginning teachers to assess their own bias and assumptions and develop cultural competency, enabling them to create culturally and linguistically relevant curriculum in order to increase student access.

Vision Statement:

The vision of the SSFUSD Induction Program is to provide our students with exceptional teachers, who will enhance their teaching practice through reflection and collaboration, in order to prepare students with 21st century college and career readiness skills, and to provide an equitable learning environment that meet the needs of our diverse learners. The SSFUSD Induction Program seeks to promote the personal and professional well-being of beginning teachers, to cultivate educational leaders with a strong professional voice and commitment to providing quality education.

Organization, Coordination, and Governance:

The SSFUSD Induction program is operated through the South San Francisco Unified School District. The Superintendent supports the program by providing leadership, operational support, office space and equipment for its operation. The Induction Program Leadership Team includes the Program Director and Induction Program Leader(s). The Leadership Team has the authority to:

- Design and implement effective strategies for the Induction program
- Develop and monitor budget for effective operation of the Induction program
- Identify Participating Teachers and Support Providers for program participation

The Superintendent has the final authority regarding program implementation and services.

The Induction Program Leadership Team involves stakeholders including teachers, administrators, instructional program staff and district leadership in a shared decision making process in the organization, coordination and governance of the scope of the Induction program. During regularly scheduled meetings, the Leadership Team and Advisory Board continually examine the following specific program components:

- Site based support for Participating Teachers and Support Providers
- Formative assessment applied to district, school and individual goals

- Support Provider meetings and workshops to support learning and professional growth
- Impact on student achievement

Credential Recommendation Process:

During the quarterly Advice and Assistance check-ins, Induction Program Leaders will communicate with Participating Teachers to monitor the progress of each cycle completion and provide written feedback regarding their progress. A final review at the completion of all inquiry cycles including all required documentation will be conducted by Support Providers and verified by the Induction Leadership Team. Upon verification of Induction work completion, a *Verification of Induction Program Completion* is submitted to the Assistant Superintendent of Human Resources. The Human Resources department will apply to the California Commission on Teacher Credentialing for the California Clear credential on behalf of the candidate.

Appendix: Common Standard 1

Common Standard 1: Key Ideas	Supporting Documentation
Research based vision	<ul style="list-style-type: none"> • Vision Statement • Support Provider Collaboration Log
Organization, coordination, and governance	<ul style="list-style-type: none"> • SSFUSD Organizational Chart • Advisory Board Roles and Responsibilities
Unit leadership	<ul style="list-style-type: none"> • SSFUSD Organizational Chart • Program Leader Qualifications • Advisory Board Roles and Responsibilities
Credential recommendation process	<ul style="list-style-type: none"> • Support Provider Collaboration Log • Verification of Program Completion

Common Standard 2: Unit and Program Assessment and Evaluation

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies and competence, as well as program effectiveness, and is used for improvement purposes.

Narrative Response

Ongoing Program Assessment and Evaluation:

The procedure for assessment and evaluation of the SSFUSD Induction Program is an ongoing process, based on the criteria set by CSTP and CTC Induction Standards, which includes a system for collecting and analyzing data on candidate performance and program effectiveness. SSFUSD Induction program will implement an assessment and evaluation system that will include a *Mid-Year Survey* and an *End of the Year Survey* to be completed by Participating Teachers, Support Providers, and school administrators, who will be participating in the clear credential program. The *Mid-Year Surveys* are a formative assessment, which focuses on Participating Teacher and Support Provider experiences in the Induction Program and collects data about the overall Induction Program design, including the effectiveness of the trainings and orientations, procedures for advice and assistance, collaboration between the support provider and participating teacher, and topics for additional support. Induction Program Leaders will compile and analyze the information collected from the *Mid-Year Survey* to inform decisions about professional development and support provided to both Participating Teachers and Support Providers throughout the year. The *End of the Year Surveys* administered at the end of the school year, will provide summative data on the impact of the program on the teaching practice and professional growth of Support Providers and Participating Teachers, as well as explore the effectiveness of the Formative Assessment System (FACT) and the procedures for seeking support and guidance. Site Administrators will also complete an *End of the Year Survey*, which will provide data on the overall effectiveness of the Induction Program in relation to Participating Teacher performance and growth in their teaching practice. Induction Program Leaders will utilize the data gained from the *End of the Year Surveys* to identify possible trends and patterns, and implement program changes for the following year.

Ongoing Candidate Assessment and Evaluation:

The SSFUSD Induction program uses multiple measures to collect data on candidate qualifications, proficiencies and competence, to evaluate program effectiveness and plan program improvements. Candidates and Support Providers will complete assessments and reflections adapted from the Formative Assessment for California Teachers (FACT) system, utilizing the plan/teach/reflect/apply cycle to obtain data on the performance and growth of Participating Teachers. The Induction Program Leaders and Support Providers will be able to monitor candidate performance and assess proficiencies by examining Participating Teacher e-portfolios and tracking progress using the *Year 1: Effective*

Environment Portfolio Requirements, Year 2: Universal Access Portfolio Requirements, and the ECO Portfolio Requirements forms. In addition, Support providers will also be able to assess teachers and provide feedback through the use of observations and pre and post observation meetings. During informal and formal meetings between the Support Provider and Participating Teacher, the *Support Provider Collaborative Log* will be used by Support Providers during Advice and Assistance meetings to document Participating Teacher performance and growth. Candidates will be required to assess their own growth in their teaching practice through the use of self-assessments based on the California Standards for the Teaching Profession (CSTP), through the completion of the *End of Cycle Reflections* and *End of the Year Reflection*. Program Leadership will collect, analyze and utilize data from Participating Teacher portfolios to examine patterns in Participating Teacher performance, to determine overall program effectiveness and to plan changes for the following year.

Program Effectiveness:

Data collected from the *Mid-Year Surveys* and *End of the Year Surveys* along with the information gained from candidate completion of the formative assessment system, will allow the Induction Program Leadership Team to use the data to make suggestions for improvements to ensure program effectiveness. The data sources and factors considered are:

- The number of candidates enrolled yearly
- Candidate program completion (number of candidates who drop out, are terminated from service, complete on time, or require extensions)
- Survey responses on the Induction Program operational procedures and requirements from Participating Teachers, Support Providers and Site Administrators.
- Candidate completion and performance reviews on individual formative assessment (FACT) components and Induction Portfolio
- Candidate and Support Provider self-assessments
- Support Provider informal and formal collaborative logs during Advice and Assistance meetings and pre and post observation notes.
- Professional development evaluations (Participating Teacher Orientation and Support Provider seminars and trainings)
- Human Resources employment retention data

The SSFUSD Induction Program leadership will collect, analyze and review all data sources and create a yearly report that summarizes key findings, patterns and trends relevant to program effectiveness and candidate competence. All program data and an action plan for implementation will be presented to relevant stakeholders to allow feedback for program improvements in the following year. All program data will be the basis for Biennial Reports and the data analyzed required in the Accreditation Process.

Appendix: Common Standard 2

Common Standard 2: Key Ideas	Supporting Documentation
Ongoing Program Assessment and Evaluation	<ul style="list-style-type: none"> • Participating Teacher Mid-Year Survey • Support Provider Mid-Year Survey • Participating Teacher End of the Year Survey • Support Provider End of Year Survey • Site Administrator End of Year Survey
Ongoing Candidate Assessment and Evaluation	<ul style="list-style-type: none"> • Year 1: Effective Environment Portfolio Requirements • Year 2: Universal Access Portfolio Requirements • ECO Portfolio Requirements • Support Provider Collaborative Log • Observation Form for Effective Environment • End of Cycle Reflections • End of the Year Reflection
Program Effectiveness	<ul style="list-style-type: none"> • Professional Development Evaluations

Common Standard 3: Resources

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

NOTE: All budgetary and program decisions will be based on the development and implementation of our new Local Control Accountability Plan which is based on the new state Local Control Funding Formula.

Narrative Response

Budget and Resource Allocation

SSFUSD's Induction Program, the unit, is sponsored by the South San Francisco Unified School District, and is part of a state network that supports participating teachers. The program's budget development and planning is overseen by the Advisory Board, district and site leadership personnel, and varied stakeholders to balance expenditures to support the program rationale and design. Funding for program personnel, professional development providers, materials and facilities include resources from multiple sources such as Local Control Funding. The SSFUSD provides additional support through budget support, payroll support, business services and facility support, and human resources selection and assignment processes.

Information Resources and Related Personnel:

A district Induction Program handbook provides program information and resources on requirements, schedules, forms and advisement procedures. A district website allows access to the program information and links to relevant external website (i.e. digital media resources, instructional and professional materials, and the state SSFUSD Induction Program website) Funding provides full time personnel to support the daily operations for the program to effectively meet state-adopted standards. The Program director will ensure that sufficient resources and personnel will be available for training, materials and support of candidates and Support Providers. The Induction Program Leader duties include obtaining resources, providing professional development, and providing support and assessment of candidates and Support Providers.

Determining Resource Needs

Individual candidate needs drive the allocation for materials and personnel within the program. The Program Director and Program Leaders monitor the budget and its resource allocation. Resources will be allocated to the following:

- Program personnel
- Training and materials for Support Providers
- Admission procedures
- Advisement and guidance for candidates
- Professional development opportunities
- Instructional materials
- Technological resources
- Office space
- Maintenance of dedicated work centers and conference areas

A budget summary is presented at regular intervals to the Superintendent to ensure financial accountability. Program leaders use local mid-year and end-of-year surveys, state Induction Program survey and other assessment data to determine resource needs. All funding is based on program rationale, goals, and procedures, as directed by the Program Director and reviewed and approved by the Advisory Board. Final authority for determining budget allocations resides with the Superintendent.

Appendix: Common Standard 3

Common Standard 3: Key Ideas	Supporting Documentation
Budget & Resource Allocation	<ul style="list-style-type: none"> • SSFUSD Organizational chart • Induction Program Fiscal Year Budget • Participating Teacher Professional Development Calendar
Information Resources & Related Personnel	<ul style="list-style-type: none"> • Induction Program Leader Qualifications • SSFUSD Induction Program Handbook
Determining Resource Needs	<ul style="list-style-type: none"> • Participating Teacher Mid-Year Survey • Participating Teacher End of Year Survey • Advisory Board Roles & Responsibilities

Common Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence and retains only those who are consistently effective.

Narrative Response

Qualified Persons/Best Practices:

The SSFUSD Induction Program has established written qualifications and roles and responsibilities for Program Leaders and Support Providers within the program. The criteria for qualified program personnel include years of exemplary teaching experience, appropriate credentials--including authorization to teach ELL, effective communication skills, and the knowledge and ability to provide effective professional development and mentorship to Participating Teachers. Qualified Support Providers must demonstrate knowledge of current pedagogical practices, as well knowledge about diverse abilities, cultural, language, ethnic and gender diversity among students in enrolled in the South San Francisco Unified School District. Program personnel must have taught at least four years with exemplary teaching experience within the district, have knowledge and understanding of district and school policies and possess a Clear California teaching credential.

The selection procedure utilizes a variety of processes, which may include applications, interviews, observation, and recommendations. The application process is in place to ensure that program personnel demonstrate current knowledge of academic content standards, curriculum frameworks, pedagogical practices appropriate to the classroom, cultural and linguistic responsive pedagogy, adult learning theory, [California Standards for the Teaching Profession](#) (CSTP) and best practices for teaching and learning and reflect the diversity in their school and community. Hiring of program personnel adheres to the fair employment practices, procedures and policies of the South San Francisco Unified School District as well as Local, State and Federal legislation, thereby ensuring that Support Providers are reflective of a diverse society. Support Providers are classroom teachers, although recent retirees and full release providers may be used. The Induction Program Director, Site Administrator and Human Resources maintain final authority in the selection of the Program personnel.

Systematic Collaboration & Support for Faculty:

Program personnel collaborate regularly through emails, newsletters, conferences, as well as during meetings with the Leadership Team, Joint Panel committee, cluster and regional members. Information from these meetings is shared with the Leadership Team and program personnel to determine program design and implementation. Support Providers participate in ongoing professional development and in a professional learning community to foster collaboration to improve teaching and learning, provide site specific support and enhance mentoring, coaching and leadership skills. Professional Development for Support Provider includes coaching for equitable teaching practices, in order to foster cultural sensitivity and the use of culturally relevant pedagogy among beginning teachers. Professional development needs are based on Induction program requirements, the formative assessment system, seminar and workshop evaluations and current trends in teaching and learning.

Performance Evaluation

SSFUSD regularly evaluates the performance of Program personnel through training and workshop evaluations, Participating Teacher feedback, accountability logs, and program surveys. Data collected, twice a year from Participating Teachers and Site Administrators will allow for effective feedback regarding the quality of the instruction and support administered by the Support Provider. In addition, Support Providers will participate in their own personal and personal reflections during collaborative meetings with other Support Providers, as well as through their [Support Provider Individual Learning Plan](#). Support Providers will utilize the [SSFUSD Support Provider Continuum of Development](#) to self-assess their growth and find areas of improvement within their coaching practice. The Leadership Team analyzes the data gathered to determine the effectiveness of Support Providers. The team will meet with Support Providers individually to provide appropriate feedback on their work, and retains only those individuals who are effective and exhibit the knowledge and skills necessary to support Participating Teachers with the Induction program.

Appendix: Common Standard 4

Common Standard 4: Key Ideas	Supporting Documentation
Qualified Persons/Best Practices	<ul style="list-style-type: none"> • California Standards for the Teaching Profession • Support Provider Eligibility • Support Provider Application • Support Provider Confidential Reference • SSFUSD Fair Employment Hiring Policy • Support Provider Letter of Commitment
Systematic Collaboration and Support for Faculty Development	<ul style="list-style-type: none"> • Support Provider Seminar Schedule
Evaluation	<ul style="list-style-type: none"> • Participating Teacher Mid-Year Survey • Site Administrator End of the Year Survey • Support Provider Individual Learning Plan • Professional Development Evaluation • SSFUSD Support Provider Continuum of Development

Common Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applications from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills and prior experiences that suggest a strong potential for professional effectiveness.

Narrative Response

Admission Criteria:

The SSFUSD Induction Program admission process is based on a well-defined criteria and procedures that ensuring all candidates admitted meet approved program and commission adopted requirements. The SSFUSD Human Resources department and the Induction Program use multiple measures are used in order to determine eligibility and strive to recruit teachers who are representative of diverse populations and whose backgrounds, experiences and skills show potential for professional growth and commitment to the teaching profession. The Human Resources staff and the Educational Services Department within SSFUSD work together in the recruitment, hiring and the development of the program admission process. Eligible candidates must be employed at SSFUSD and have taught at least one year within the district. The Human Resources department has clear hiring guidelines in place to ensure that all employees within the SSFUSD possess the appropriate pre-professional experiences and credentials. To ensure that potential employees are representative of a diverse population, the SSFUSD Human Resources department encourages and supports applicants of varying backgrounds and cultures and adheres to state and federal non-discriminatory guidelines. Human Resources posts vacancies both internally and externally (open to all applicants) on the SSFUSD website and Edjoin.com. The vacancy notice details the position assignment as well as credential and compliance requirements. The interview process for hiring and the reference checks allow the Human Resources staff and other administrators to ensure that all employees are sensitive to and reflect the district's and state's diverse populations. Once approved, the District Credentials Analyst reviews the recommended hire's credential and compliance information, to ensure that he/she possesses the appropriate pre-service credentials and experiences.

In order to be admitted into the SSFUSD Induction Program, candidates must submit evidence of their eligibility using the *Induction Program Admission Eligibility Form*. Candidates must provide documentation from California Teacher Credentialing (CTC) to demonstrate their possession of a current preliminary credential and have fulfilled all conditions stated in their preliminary credential renewal requirements. Applicants for the SSFUSD Induction Program must also provide a *Participating Teacher*

Confidential Reference completed by their principal or other evaluating administrator. In addition, candidates will be required to submit a *First Year Reflection* discussing their experiences at the end of their first year of teaching at SSFUSD, and reflecting upon their success in meeting the needs of students from diverse populations. Eligible candidates should demonstrate effective communication skills, basic academic skills and prior experiences, as well as personal characteristics, including sensitivity to diverse populations that suggest a strong potential for professional effectiveness.

Admission Procedures:

At South San Francisco Unified School district, candidates who have submitted the *Induction Program Admission Eligibility Form* will be reviewed using specific admission procedures. Admission for each candidate will not be determined or affected by age, ethnicity, or gender. All first year teachers will receive information about the SSFUSD Induction Program, including the *Induction Program Admission Criteria and Process*, *Admission Eligibility Form* and *Early Completion Option (ECO) Eligibility and Application*, credential analyst in Human Resources will first review *Admission Eligibility Forms* and determine that all criteria have been met and that each candidate has the appropriate pre-service credentials for admission into the SSFUSD Induction Program. A review panel which includes one administrator and one Induction Program Leaders will then review the *Participating Teacher Confidential References* and their *First Year Reflection* to determine that all admitted candidates have the appropriate experiences, characteristics, and skills that will allow them to become effective teachers. The Induction Program Director will then complete a final review of all candidate paperwork to determine that eligibility is completed. All applicants will receive an *Induction Program Acceptance Letter*, which will notify them of whether or not they have been admitted into to the SSFUSD Induction Program, as well as provide information on the scheduled Induction Program Orientation Meeting.

Appendix: Common Standard 5

Common Standard 5: Key Ideas	Supporting Documentation
Admission Criteria	<ul style="list-style-type: none"> • District Fair Employment Hiring Policy • Admission Eligibility Form • Participating Teacher Confidential Reference • Participating Teacher First Year Reflection
Admission Process	<ul style="list-style-type: none"> • Admission Criteria and Process • ECO Eligibility and Application • SSFUSD Organizational Chart • Induction Program Acceptance Letter

Common Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicant and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retain candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Narrative Response

Applicant and Candidate Advisement:

The SSFUSD Induction Program provides ongoing advice and assistance to all applicants and candidates of the program. The SSFUSD Induction Program Leadership Team in collaboration with the SSFUSD Human Resources department has assigned qualified members to provide advice and assistance to applicants during their hiring process and admittance to into the Induction Program. At the time of hire, Human resources personnel will inform beginning teachers of the opportunity to participate in the SSFUSD Induction Program and provide information about their eligibility and the application process. Beginning teachers are also invited to attend the annual New Teacher Academy, during which they will receive more information from the Induction Program Leaders and Support Providers about district expectations and their eligibility and process of admittance into the SSFUSD Induction Program. At the end of their first year working in SSFUSD, the Induction Program Leadership Team will notify beginning teachers, who have received satisfactory evaluations, of their eligibility for admittance into the SSFUSD Induction Program and are provided with information and appropriate documents, such as the *Eligibility Form* and *Confidential Reference* in order to apply to the program. Information about the application process and other pertinent documents for the SSFUSD Induction program, are available on the SSFUSD website. The Induction Program Leadership Team is also available throughout the year to provide any support or assistance to applicants as they complete the appropriate documentation for admittance into the program.

Once applicants have been reviewed and accepted into the SSFUSD Induction Program, they will receive an acceptance letter and an invitation to the Induction Program Orientation. During the Induction Program Orientation, candidates will receive information about the Induction Program requirements, expectations, timelines and professional development opportunities which will guide them towards completion of the program. To complete the Induction Requirements, each Participating Teacher will be collaborating with Support Provider, who is trained in providing the participating teacher with support and assistance during regular communications through phone calls and emails, and during bi-weekly Advice and Assistance Meetings. Additional site-based support is provided by the Site Administrator if

deemed appropriate or requested by the Participating Teacher. Candidates may also request individualized support and assistance the Induction Program Leadership Team through phone or email.

Program Requirement Accessibility:

Applicants and Participating Teachers will be receiving information regarding program requirements through multiple measures. During the Induction Program Orientation Meeting, Participating Teachers and Support Providers will be provided with the [SSFUSD Induction Program Handbook](#), which outlines the program goals, requirements, and procedures for advice and assistance. During the orientation, Participating Teachers will also receive information about the eligibility requirements and application procedures regarding completing Early Completion Option (ECO). A procedure for seeking additional advice and assistance from the Induction Program Leadership Team is outlined within the *SSFUSD Induction Program Handbook*. Participating Teachers and Support Providers will be provided with support and guidance throughout their participation in the induction program when attending professional development and trainings, led by the Induction Program Leadership Team. Additional information about the program, including important events and professional development opportunities are available online on the SSFUSD Induction Program page of the SSFUSD district website. Copies of the *SSFUSD Induction Program Handbook* and other documents are available for download on the Induction Program Website.

Candidate Progress and Performance:

Throughout the two years that candidates participate in the SSFUSD Induction Program, Participating Teachers will be provided with multiple opportunities to receive feedback on their progress and performance. The Support Providers and Participating Teachers will be using the *Year 1: Effective Environment Portfolio Requirements*, *Year 2: Universal Access Portfolio Requirements* and *ECO Portfolio Requirements* to develop a portfolio over the course of two years, ensuring that candidates are adhering to all requirements within the recommended timelines. Support Providers will be providing individual feedback and guidance in completing mandatory formative assessment documents (FACT) during their bi-weekly Advice and Assistance meetings, and documenting their observations regarding candidate progress using the *Support Provider Collaboration Log*. Support Providers are responsible for communicating any concerns regarding their Participating Teacher(s) progress to the Induction Program Leadership Team. The Program Leadership will then provide advice and assistance to candidates who have not demonstrated significant progress towards the program requirements.

The SSFUSD Induction Program utilizes multiple measures to monitor the progress and performance of Participating Teachers. The Induction Program Leadership Team will be reviewing all candidates' e-portfolio at the end of each cycle—three cycles per year for year 1 and year 2 teachers, and four cycles for ECO teachers, using the *Participating Teacher Tracker*. This will provide Support Providers and Induction Program Leaders with information regarding candidate performance and provide assistance to any Participating Teacher who may need additional support in order to complete the program. During

the end of cycle portfolio reviews the Induction Program Leadership Team will assess portfolios for the completion of all program requirements and participation in professional development as evidence of professional growth and skill necessary to education and support all students in learning. The Induction Program Leadership Team will also use the *Mid-year* and *End of the Year Surveys* in order to obtain information regarding overall candidate progress and performance. If the candidate's contract is terminated, the candidate will no longer be eligible for retention in the SSFUSD Induction Program. However, candidates who need additional time to complete the Induction Program requirements may complete a *Request for Extension*, which will be approved after review by the Induction Program Leadership Team. Only candidates who have demonstrated completion of all required components, and have shown competency and skill in their practice, are recommended by the leadership team for a clear credential.

Appendix: Common Standard 6

Common Standard 6: Key Ideas	Supporting Documentation
Applicant and Candidate Advisement	<ul style="list-style-type: none"> • Eligibility Form • Support Provider Confidential Reference • Induction Program Acceptance Letter
Program Requirement Accessibility	<ul style="list-style-type: none"> • SSFUSD Induction Program Handbook • SSFUSD district website • ECO Eligibility And Application
Candidate Progress and Performance	<ul style="list-style-type: none"> • Year 1: Effective Environment Portfolio Requirements • Year 2: Universal Access Portfolio Requirements • ECO Portfolio Requirements • Support Provider Collaboration Log • Participating Teacher Progress Tracker • Participating Teacher Mid-Year Survey • Support Provider Mid-Year Survey • Participating Teacher End of the Year Survey • Support Provider End of Year Survey • Site Administrator End of Year Survey • Request for Extension

Common Standard 7: Field Experience and Clinical Practice

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to education and support all students effectively, so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

NOTE: Due to the new positions being created, the details on the definition and requirements of the Support Provider and Participating Teacher will be pending California Teacher Union and South San Francisco Unified School District negotiations and South San Francisco Unified School Board approval.

Narrative Response

Planned Sequence of Field-Based and Clinical Experiences:

The South San Francisco Unified School District (SSFUSD) Induction process is designed collaboratively between Induction Program Leadership Team and an Induction Program Committee, made up of volunteer veteran teachers and site administrations, to create a program that would best meet the needs of beginning teachers, while aligning the goals of the SSFUSD Induction Program to district goals. The SSFUSD Induction Program is based on the developmental cycle of Plan/Teach/Reflect/Apply and provides opportunities for collaboration between Participating Teachers and their Support Providers to examine practice through reflection. Beginning teachers are guided by Support Providers in a two year process of systematic cycles of planning for instruction, teaching, reflecting upon teaching experiences and apply new knowledge to future practice based on the California Standards for Teaching Profession (CSTP) and the Continuum of Teaching Practice (CTP). A formative assessment system provides the means for Participating Teachers to demonstrate the knowledge and ability to use state adopted academic content standards, subject matter pedagogy, and strategies to promote academic achievement and differentiated instruction to meet the needs of all students. Through collaborative dialogue, Support Providers meet regularly with beginning teachers to engage in inquiry-based activities and series of critical thinking tasks tailored to the unique instructional and contextual need of each Participating Teacher.

Support Providers guide Participating Teachers to reflect on previous and current practice by focusing on areas of strength and growth using the Continuum of Teaching Practice (CTP) as a self-assessment tool. Participating Teachers will develop an *Individual Induction Plan* (IIP) by setting personal and professional goals based on the CSTP, which is aligned to site and district goals. Participating Teachers gain better

understanding of the context they teach in by gathering critical information of their students, school and community collecting data on Student and Class Profiles. This information will guide and information teaching and be utilized as an ongoing resource to provide support for student achievement. Participating Teachers will identify the academic, social and emotional needs of English Learners and students with special needs through examining focus students and *Analysis of Student Performance*. Over the two year process, Participating Teachers will engage in six cycles of inquiry by utilizing formative assessment tools to plan lessons, implement research-based strategies, collect student data and reflect on practice and insights into learning about self, class, school and community.

Criteria for Selection of School Sites & Personnel:

The process of selection for Support Providers is a collaborative effort between the Human Resources department, Site Administrators and the leadership team. Candidates attend the Support Provider informational meeting to learn about the roles and responsibilities, expectations and time commitment of a Support Provider. Interested parties will complete the *Support Provider Application* with a recommendation from their Site Administrator. A performance-based interview with a panel will be conducted to determine a pool of qualified candidates. The Induction Program Leadership Team will meet with site administrators to determine specific needs and successfully match Support Providers to Participating Teachers. The criteria for a successful match is based on Support Provider's experience in a similar grade level and/or subject matter, works in close proximity, shares a common break or prep period and/or has personal and professional strengths to address the needs of the Participating Teacher.

Issues of Diversity that Affect Climate & Teaching and Learning:

Participating Teachers are provided fieldwork experiences and activities that reflect issues of diversity that affect school climate and teaching and learning. Support Providers and Participating Teachers collaborate on the cycles of Plan/Teach/Reflect/Apply to examine and develop research-based strategies to improve student learning. Support Providers and Participating Teachers plan and implement strategies that are culturally and linguistically responsive to students' needs by examining data from Class Profile within the *Analysis of Student Performance*. Participating Teachers identify Focus Students to explore a variety of tools of student engagement and instruction in an inclusive and equitable way. Support Providers utilize coaching language with an equity focus to guide Participating Teachers to examine their bias and assumptions through reflective dialogue, thus refining their ability to work with students of multi-abilities in a diverse, multi-lingual and multi-ethnic environment. Participating Teachers engage in relevant professional development opportunities with seminars and workshops, research articles and professional books, veteran teacher observations, and action research as indicated in their *Individual Learning Plans* (ILP). Participating Teachers will reflect upon the impact of the research-based strategies on culturally responsive instruction and learning of all students.

Appendix: Common Standard 7

Common Standard 7: Key Ideas	Supporting Documentation
Planned Sequence of Field based and Clinical Experiences	<ul style="list-style-type: none"> • Year 1: Effective Environment Portfolio Requirements • Year 2: Universal Access Portfolio Requirements • ECO Portfolio Requirements
Criteria for selection of school sites & personnel	<ul style="list-style-type: none"> • Induction Program Leader Qualifications • Support Provider Qualifications • Support Provider Application • Support Provider Confidential Reference
Issues of diversity, teaching and learning & research-based strategies	<ul style="list-style-type: none"> • Support Provider Seminar Schedule • Analysis of Student Performance • Individual Learning Plans (ILP)

Common Standard 8: District-Employed Supervisors

Not applicable for Clear Multiple and Single Subject Preparation programs. (Tier 2 programs)

Common Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to education and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the commission-adopted competency requirements, as specified in the program standards.

Narrative Response

Candidate Competency Requirements

Demonstration of Professional Knowledge and Skill:

The SSFUSD Induction Program will ensure that all candidates demonstrate professional knowledge and skill, allowing them to effectively education and support all students [in meeting Common Core State Standards](#). The SSFUSD Induction Program uses multiple measures to determine that all candidates meet the commission-adopted competency requirements and provides participating teachers with guidelines for the documentation of all required completion components. With the guidance of Support Providers, trained to provide assistance and guidance for Participating Teachers, candidates will demonstrate professional knowledge and skill through the completion of the Formative Assessment for California Teachers (FACT). Both Support Providers and Participating Teachers will use the [Year 1: Effective Environment Portfolio Requirements](#), [Year 2: Universal Access Portfolio Requirements](#), and the [ECO Portfolio Requirements](#) to maintain ongoing documentation of completed program requirements. Candidates will participate in learning activities and professional development opportunities that build upon their pre-service knowledge and training and demonstrate their knowledge and skills in the following:

- Ongoing assessment and reflection of teaching practice to improve instruction and student learning
- Understanding and sensitivity to teaching a diverse student population
- Creating lessons, [aligned with Common Core Standards](#), that allow differentiation for special populations (EL, SPED, GATE students)
- Using technology effectively for planning and instruction
- Effective collaboration between colleagues, support providers and other members of the professional learning community.

Their application of knowledge and skill is documented through varying formative assessment tools in the FACT system, [which will allow candidates to plan, examine and reflect upon their own practice based on their standard of focus within the California Standards of the Teaching Profession \(CSTP\)](#), ~~in relation to the state adopted academic content standards and performance levels for students. such as the development of the inquiry-based Individual Induction Plan (IIP), which incorporates teacher self-assessment in the California Standards for the Teaching Profession (CSTP) performance to plan~~

~~instruction, implement new teachings strategies in their teaching practice and reflect upon student learning and professional growth.~~ The FACT System applies these standards through Plan, Teach, Reflect, Apply (PTRA) Cycle. During the two year induction process, candidates will complete six cycles of the Plan, Teach, Reflect, Apply (PTRA) Cycle, during which they analyze student performance to plan instruction, implement new teachings strategies in their teaching practice and then reflect upon student learning and professional growth. For the first part of the cycle, during the Plan Stage, teachers will examine their own strengths and weaknesses to select a CSTP focus using the [Individual Induction Plan \(IIP\)](#). In order to identify the needs of a diverse population of students, teachers will work with their Support Providers to assess the ability of their students by completing the [Analysis of Student Performance](#). Using the information gained from these documents, teachers will then create Common Core aligned lesson plans that address the needs of diverse learners using the [Lesson Plan for Focus Students](#) and [Lesson Plan for Universal Access](#). Support Providers will work with candidates during the Reflect Stage of the cycle, by discussing their lesson plans during the observation debriefs ([Observation for Effective Environment](#), [Observation for Universal Access](#)). During the Apply Stage, teachers will demonstrate professional growth and provide evidence of their competency through ongoing reflections of their teacher practice and through the completion of their [End of Cycle](#) and [End of the Year Reflections](#). Support Providers will monitor and provide feedback on candidate competency during Advice and Assistance Meetings, informal classroom observations, and pre-post observation meetings. Observation Forms and [Support Provider Collaboration Log](#) will be submitted by the Support Provider and used as documentation of candidate professional skill and competency. Throughout their participation in the SSFUSD Induction Program, candidates will submit all documentation using the Participating Teacher e-portfolio (online portfolio), which will be accessible to Program Leadership for review and assessment.

Candidate Assessment and Competency Requirements:

The Induction Program Leadership Team and Support Providers will assess candidate competence through periodic formative reviews, as well as an end of the year assessments of candidate completion of the FACT tools. Program Leadership will monitor candidate progress and provide guidance as candidates complete their FACT cycles throughout the year. Support Providers and Program Leadership will then examine e-portfolios for completeness and evidence of candidate competency in meeting approved program standards using the [Year 1: Effective Environment Portfolio Requirements](#), [Year 2: Universal Access Portfolio Requirements](#), and the [ECO Portfolio Requirements](#). Participating Teacher self-assessments and reflections will be examined for evidence in their ability to educate and support all students in learning, as well as evidence of professional growth and competency in relation to the CSTP's. Candidates that do not meet requirements upon initial review will receive opportunities to clarify and revise documentation. Only Participating Teachers, who have successfully completed and documented all components of the approved induction program standards, will receive a recommendation for a clear credential.

Appendix: Common Standard 9

Common Standard 9: Key Ideas	Supporting Documentation
Demonstration of Professional Knowledge and Skill	<ul style="list-style-type: none"> • Year 1: Effective Environment Portfolio Requirements • Year 2: Universal Access Portfolio Requirements • California Standards of the Teaching Profession (CSTP) • Individual Induction Plan (IIP) • Initial Observation • Analysis of Student Performance • Lesson Plan for Focus Student • Lesson Plan for Universal Access • Observation for Effective Environment • Observation for Universal Access • End of Cycle Reflections • End of the Year Reflection • Support Provider Collaborative Log
Candidate Assessment and Competency Requirements	<ul style="list-style-type: none"> • Year 1: Effective Environment Portfolio Requirements • Year 2: Universal Access Portfolio Requirements • ECO Portfolio Requirement